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Much of this material is worthless, because it is the product of amateurs, radicals, and faddists. This volume of Dr. Galbraith's is one of the best and most complete books that have appeared on hygiene and physical training for women. The author's aim is "to present in a clear and concise manner the fundamental physiological laws on which all personal hygiene is based; together with the practical, detailed directions for the proper development of the body and the training of the physical powers to their highest degree of efficiency by means of fresh air, tonic baths, proper food and clothing, gymnastic and outdoor exercises, so that the tissues will be placed in the best possible condition to resist disease."

The first five chapters treat of hydrotherapy, the care of the skin, the hygiene of digestion, respiration, circulation, the sense organs, and the nervous system. A chapter is devoted to the hygiene of the mind and its relation to the physical health. The last three chapters deal with dress, the fundamental cause of woman's physical deterioration; physical training, the key to health and beauty; and symmetric development, good carriage, and grace of motion, through gymnastics and athletics.

The author has succeeded very well in presenting the essential facts of physiology and hygiene in a clear and interesting style. The chapters on physical training contain a variety of the best calisthenic exercises for developing all parts of the body, and a series of exercises with the chest weights. A large number of beautiful illustrations make it possible for anyone to learn these exercises correctly by practicing them before a mirror.

*The Ninth Yearbook of the National Society for the Study of Education.*

Part II. *The Nurse in Education.* By THOMAS DENISON WOOD, M. ADELAIDE NUTTING, ISABEL M. STEWART, AND MARY L. READ. Chicago: The University of Chicago Press, 1911. Pp. 76. \$0.75.

This pamphlet contains an introduction by Dr. Wood, a monograph on the educational value of the nurse in the school, by Miss Stewart, with the co-operation of Miss Nutting, and a short article on the professional training of children's nurses, by Miss Read.

In the introduction Dr. Wood states the problems which have arisen out of the great health movement of the present day, and the relation of the school nurse to the solution of these problems. Of results already accomplished, he says: "Not only has the nurse more than fulfilled expectations regarding the professional services which she was specifically appointed to render, but she has rapidly developed forms of hygienic service, social and educational, to pupil, home, school, and community, which have naturally grown out of the wonderful opportunities inherent in her work."

The monograph by Miss Stewart is a most valuable and timely presentation of the school-nurse movement, which is a comparatively new institution in American public schools. The first school nurses in the United States were those appointed by New York City in 1902. Since that time, many other cities have adopted the plan, but there has been very little uniformity in organization and methods. Educators and physicians engaged in public-school work will find this monograph very helpful in working out the school-nursing problem. The

author states the problem thus: "The health of well children should be protected and conserved, defects which interfere with mental development should be treated and, so far as possible, cured, that the school environment and educational method may at least not contribute to ill health." The solution offered for this problem is the appointment of trained school nurses as health supervisors, following the precedent already established in appointing trained specialists for the teaching of art, normal training, music, physical education, domestic science, etc. The history and development of the movement to provide school nurses is described in considerable detail.

The functions of the school nurse are many and varied; the chief ones are (a) assistance to the school doctor in his visits of inspection, preparing children for examination, recording data, testing hearing, vision, etc.; (b) routine inspection of classrooms, and treatment of minor ailments and accidents; (c) instruction of children in personal hygiene and sanitation; (d) work in the homes—notifying physicians, instruction of mothers in the care of children, taking children to dispensaries, dental clinics, etc., for treatment, when necessary. The school nurse also co-operates with physicians and committees in fighting tuberculosis and infant mortality.

The last two sections of this monograph contain much practical information concerning the organization and administration of school nursing and the preparation of the school nurse.

In the article on the professional training of children's nurses, Miss Read emphasizes the need for intelligent and trained caretakers of little children, either in private homes or in institutions. A serious obstacle to progress in attracting capable young women to this new profession is the practice of treating nursery maids as domestic servants, calling them by their first names, and having them eat their meals in the kitchen with other servants. Miss Read reviews the situation in England and America, showing what is being done now and making suggestions for future development.

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*Constructive Exercises in English.* By MAUDE M. FRANK. New York: Longmans, Green & Co., 1909. Pp. x+154.

*High School English: Book One.* By A. R. BRUBACHER AND DOROTHY E. SNYDER. New York: Charles E. Merrill Co., 1910. Pp. xv+355. \$1.00.

*Enlarged Practice-Book in English Composition.* By ALFRED M. HITCHCOCK. New York: Henry Holt & Co., 1909. Pp. xiv+374. \$1.00.

That the teaching of composition in the high school would profit by simplification is explicitly recognized, at least in the prefaces, by the writers of these three books. The test of the pudding, however,—. And these books differ markedly, in the texts themselves, as to what simplification means. The problem is not a simple one, and therefore it is with as much humility as is consistent with a reviewer's omniscience, that a suggestion is here made toward an analysis of the situation.